

THE 4-H CLUB PROJECT AS A TEACHING METHOD

Summary of points brought out in the discussion of this extension means or agency by the class in Extension Methods and revised by Extension Seminar. Includes junior result demonstration as a phase of 4-H club project work.

Strong Points

1. Serves as an effective medium for getting extension work before the public and builds good will.
2. Catches interest of adults, particularly parents, more easily than does the adult demonstration.
3. Reaches families which may not be reached through the adult extension program.
4. Affords boys and girls instruction in farming and homemaking: "Learn by doing."
5. Develops desirable standards and ideals for farming and homemaking.
6. Teaches boys and girls the value of research and develops in them a scientific attitude toward farming and homemaking.
7. Develops appreciation of nature and respect for country life.
8. Develops leadership qualities in boys and girls.
9. Trains boys and girls in organized effort and cooperative action.
10. Serves as good source of material for news stories, exhibits, talks, and pictures.
11. Frequently provides cash income for boys and girls.
12. Compares favorably with adult result demonstrations on "takes to exposures."

Limitations

1. Adults are often slow to accept junior project results.
2. Work is not always adapted to needs and wants of rural families.
3. Projects are often incomplete and unsatisfactory because of limited supervision for the large number of units.
4. Projects may be too small to be economically sound.
5. Project records are often incomplete and unreliable.
6. Ability of members may not be sufficiently challenged by the work.
7. Time which elapses before results are available is great.
8. Success is affected by many uncontrollable factors as weather and insects.
9. Members are not always owner-operators of project and do not always receive income.
10. Project work is not adaptable to all subject matter.
11. Cost is high per practice influenced.

Suggestions for Improvement

1. Stress projects which meet the needs and wants of rural families.
2. Have club projects of such size and character that they will command respect and be economically sound.
3. Increase the influence of 4-H projects through well-planned publicity programs.
4. Provide series of projects with responsibilities and challenges in proportion to age and ability of members.
5. Convert more club projects into junior result demonstrations.
6. Develop better quality of teaching through more careful supervision and better-managed projects.
7. Insist that member is both owner and operator of project, and that he receives returns from the project.
8. Stress importance of well-kept, accurate records.

77

THE HISTORY OF THE UNITED STATES

The first part of the history of the United States is the history of the colonies. The colonies were founded by Englishmen who had come to America in search of a better life. They were at first dependent on England for everything they needed, but as they grew in number and power, they began to assert their independence.

THE REVOLUTION

The second part of the history of the United States is the history of the Revolution. The colonies had grown so strong that they no longer wanted to be ruled by England. They fought a war of independence, and in 1776 they declared their independence from England. The war lasted for eight years, and it was not until 1781 that the British were finally driven out of the colonies. The new nation was then established, and it began to build a government of its own.

THE CONSTITUTION

The third part of the history of the United States is the history of the Constitution. The new nation needed a strong government, and in 1787 the delegates to the Constitutional Convention met in Philadelphia to write a new constitution. The constitution was adopted in 1788, and it has since been the foundation of the government of the United States. It has been amended many times, but its basic principles have remained the same.